

Sample Create-Loaded Assignment Prompts

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(Subjects alphabetically listed below)

ENGLISH

Kids as Deciders	<p>PROMPT: "Which of the main characters would be able to do the best on a job interview?" EXPLANATION: This prompts learners to do character analysis, but with an eye toward answering a particular question. Students will need to use relevant passages from the text to justify their response.</p> <p>PROMPT: "You have to decide which of the knights of the round table would be the best replacement for Arthur." EXPLANATION: A response to this prompt would require a fairly deep character analysis of the various characters and require an understanding of what concerns and occupies a king in the world in which Arthur is king. (from the To Be King Webquest mentioned in Bernie Dodge's Kids as Deciders presentation at NECC '08)</p>
What-If Scenarios	<p>PROMPT: "What if Antigone found herself in Hamlet's situation where he believes that his stepfather has killed his father, how would she respond? How would her response be similar and different from Hamlet's and why?" EXPLANATION: To answer this prompt, students conduct a thorough character analysis of both Hamlet and Antigone and understand the various plot nuances in the Hamlet play in order to predict how Antigone would respond to the situation. Although the prediction is hypothetical, the argument in favor of the prediction is supported with character and plot analysis.</p>
Problem-Solving	<p>PROMPT: "Students often have a hard time understanding the structure of texts. Design a job aid for helping students to understand the structure for one of the types of texts listed."</p> <p>EXPLANATION: Problem-solving prompts are generally real-world problems. In this case, the "real-world" problem relates to a topic of importance that students often don't understand. It puts the onus on the students to find a solution. In order for them to find a solution, they'll need to thoroughly understand the topic and what typically is a stumbling block for students. By devising a solution they will be uprooting common misconceptions.</p>
Analogies/ Metaphors	<p>"Develop an analogy for understanding the important similarities and differences between Wuthering Heights and Pride and Prejudice"</p>
Piecing Together/ Induction	<p>Students are given a number of items labeled either metaphor, simile, or analogy. Their job is to discover the definition of each of</p>

	the three terms by comparing sentences of the same type and contrasting them with other sentences.
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FINE ARTS

Analogies/ Metaphors	<p>PROMPT: "Develop an analogy for understanding the difference between the different painting and drawing techniques studied in art class."</p> <p>EXPLANATION: In order to be able to develop an apt analogy, students will need to understand the similarities and differences of these different techniques..</p>
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FOREIGN LANGUAGE

Piecing Together/ Induction	<p>PROMPT: "Below is a display of pictures of things that Arturo saw while he walked from his home to a cafe. The pictures are displayed in the order in which he saw them. Develop a narrative in Spanish that makes sense of what sorts of places and people he met along the way."</p> <p>EXPLANATION: In this prompt, students will get practice using key vocabulary and using a particular verb tense by creating a story based on details that have no clear explanation.</p>
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MATH

Kids as Deciders	<p>PROMPT: "A community is planning a co-op garden for a neighborhood. They have decided on three layouts for the garden. Which of these layouts would be best for the community?"</p> <p>EXPLANATION: Students would have to identify important criteria for making the decision such as garden area, maximizing access to each plot, distance from water spigot, cost of developing the layout, maximizing or minimizing shade and sun areas, etc. and would have to use quite a bit of their skills with measurement, scaling, area, perimeter, etc. in order to answer the question.</p>
Analogies/ Metaphors	<p>PROMPT: "Develop an analogy for understanding the difference between squares, rhombuses, parallelograms, and rectangles."</p> <p>EXPLANATION: In order to be able to develop an apt analogy, students will need to understand the similarities and differences of these geometric figures.</p>
Piecing Together/ Induction	Given several examples of each type of labelled shapes (i.e. labelled parallelogram, square, rhombus, trapezoid, etc.), determine the defining features of each category

SCIENCES

Kids as Deciders	<p>PROMPT: "Body Systems Survivor: Which body system should be voted off the island? If one of the body systems had to go, which would be the least vital to the continued survival of the organism?"</p> <p>EXPLANATION: In order to make a decision, students will have to develop a deep understanding of the core functioning of each of the body systems. What's interesting about this prompt is that students may realize that the loss of any body system is going to be extremely detrimental to the survival of the organism, so the decision may come down to which one will allow for the longest survival after expulsion of the system or which would allow for the most comfortable and rewarding continued survival even if death came sooner.</p> <p>PROMPT: "Should wolves be reintroduced in plains states like Kansas and Nebraska? If so, how?"</p> <p>EXPLANATION: Students will have to identify criteria on which to make this decision and understand the needs of the different stakeholders. They will then have to defend a judgement with evidenced that can attempt to persuade all of the various stakeholders.</p>
What-If Scenarios	<p>PROMPT: "What would the world be like without friction?"</p> <p>EXPLANATION: Student must understand the current version of events, and then identify and summarize the characteristics of events and variables related to the new reality. Students would decide on a situation and examine it looking for how friction plays a role in that situation. Students deliberate based on information from the current reality and define what the new reality would look like. Students would then consider how the events would be different without friction. What would the world be like?</p> <p>2.3 Students execute the solution - They develop a product that illustrates this alternate, what-if reality using important facts, concepts, ideas from the current reality to justify their what-if scenario.</p> <p>SCENARIO; Students would then describe the way that the world would be without friction with a justification for why the world would be that way.</p>
Predictive	<p>PROMPT: "If an asteroid knocked the moon out of Earth's orbit, how would life on Earth be different?"</p>
Problem-Solving	<p>PROMPT: "Design a plan to send a camera into the upper atmosphere to take pictures of the Earth"</p>
Piecing Together/ Induction	<p>Inquiry-based learning prompts. The 5-E model. In inquiry students make observations and piece together conclusions based on the evidence.</p>

SOCIAL SCIENCES

Kids as Deciders	<p>PROMPT: "Which war would you rather have fought in as an</p>
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	<p>infantry soldier, the Korean War or the Vietnam War?"</p> <p>EXPLANATION: Students would identify criteria such as survival rates, daily conditions, purpose of the war, satisfaction with outcome, equipment issued, etc. as factors on which to base their decision. They would then need to research how each war measures up against those criteria in order to make a decision.</p>
Predictive	<p>PROMPT: "If the Republicans gain control of the Oval Office and both houses of Congress, how will the government approach to the recession likely be changed?"</p> <p>EXPLANATION: To answer this question, students must understand key features of the role of and powers of congress, factors affecting economic recession, and the stated plans of both parties.</p>
Problem-Solving	<p>PROMPT: "Discomfort and uncertainty sometimes act as hurdles to people visiting places of worship from traditions that are not their own. Devise and implement a strategy for facilitating interfaith religious site visits for people in our community." EXPLANATION: This is a real-world problem for students who are in World Religion classes where they are asked to visit religious sites. It is also a real-world family for people in the community who want to develop an understanding of other faiths but are unsure of what is expected of them and whether visits are welcome. In order for students to find a solution, they'll need to thoroughly understand what types of concerns keep people from visiting (such as what constitutes appropriate dress, whether children are allowed, what can you expect during a service or event). There are a number of ways to solve this problem, but any solution will require a deep understanding of what often keeps traditions apart.</p>

RELIGION

What-If Scenarios	<p>PROMPT: "How would a key figure's life and work be different if he or she had converted to a different religion at a key point in his/her life?" EXPLANATION: In order to answer, a student would have to remember and understand information about the life of a figure like the Dalai Lama, his current religion, and the religion he fictionally converts to, AND analyze/evaluate the role that his current religion, Buddhism played in his life, choices, and interactions AND create a theory about how his life and choices would be different had he converted to, for example, Avaita Vedanta Hindusim.</p>
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OTHER

Predictive	<p>Social Work PROMPT: "If drugs were legalized, how would this policy decision likely affect the level of drug use with at-risk youth?"</p>
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